

IDAHO BUSINESS FOR EDUCATION

INTRODUCTION

This Field Guide is designed to give quick and easy access to key data that will support the work to improve Idaho's education system.

To meet the needs of the 21st century workforce and economy, the Idaho State Board of Education has set an ambitious goal: 60% of Idahoans age 25-34 will have a post-secondary certificate or degree by 2020.

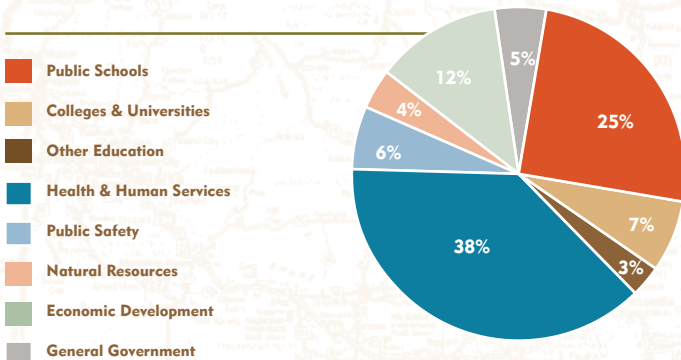
Given the current status and pace of progress, we are not on track to meet that goal.

Idaho must do better to prepare its students for success.

This Field Guide provides the facts and figures, with key information and insight, about the need and opportunity to improve Idaho's K-12 education system.



Idaho Budget Appropriations = \$6.3 Billion





Who attends Idaho public schools?

**Total Number of Students
in 2010-2011 — 275,859**

51.5% **Males**
142,065

48.5%
Females 133,794

45.0% **Are Eligible
for Free or
Reduced Lunch**

**English
Language
Learners** **5.6%**

9.9% **Have
Disabilities**

- Poverty looms large in Idaho's education landscape. Nearly half of K-12 students are low income.
- 7 in 10 students attend schools receiving **Title 1** funds.

Title 1 is the largest federal education funding program. It provides funding for high poverty schools to help students who are behind academically or at risk of falling behind.

*National Center for
Education Statistics
(2010-2011)*



Idaho's education landscape

Where are our school districts located?

• City	Principal city, urbanized area, population 50,000+	6
• Suburb	Urbanized area, territory outside principal city	4
• Town	Territory inside of an urban cluster, population 2,500-50,000	25
• Rural Territory	Outside of an urban area	81
• Total Idaho School Districts		116

7 in 10
school districts
are in
rural areas.





Changing demographics in student population

Student Population in Idaho Schools in 2010 – 2011

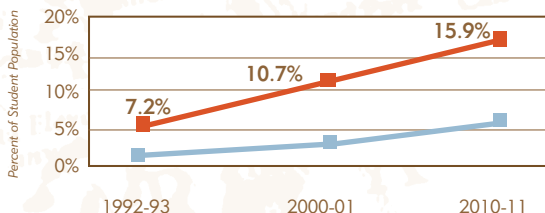


Racial/Ethnic Group	Student Count October, 2011
White, non-Hispanic	216,683
Hispanic	43,795
Other*	15,381
Total	275,859

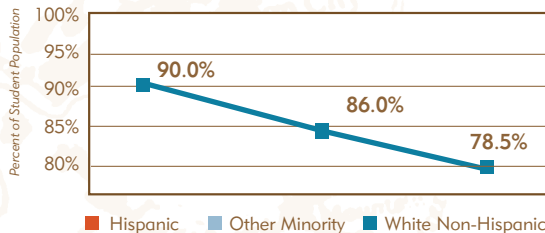
*Other - Black, American Indian, Asian, Alaska Native two or more races

Source: National Center for Education Statistics

Hispanic Student Population Change



White Non-Hispanic Student Population Change



■ Hispanic ■ Other Minority ■ White Non-Hispanic

The proportion of white non-Hispanic students declined from 90% in 1992-93 to 78.5% in 2010-11. Since 1992, the Hispanic student population in Idaho more than doubled from 16,697 students in 1993 to 43,795 in 2011.

Source: National Center for Education Statistics (2010-2011)



Idaho's spending & funding on K-12 education

Per-student current spending (2009-2010)

Instruction	\$4,349
Support services (including administrative)	\$2,396
Other	\$361
Total expenditures*	\$7,106

*Current spending excludes capital outlays and debt servicing

National ranking in per-student funding (2009-2010)

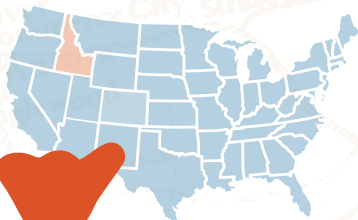
Funding from federal sources	18th
Combined state and local funding	50th



Idaho's funding & spending on K-12 education

For every \$1,000 of personal income, Idaho citizens spend \$39 for public K-12 education.

Even taking Idaho's low per-capita income into account, student spending is among the lowest in the nation.



For every \$1,000
of personal income
in Idaho



\$39
is spent on public
K-12 education.

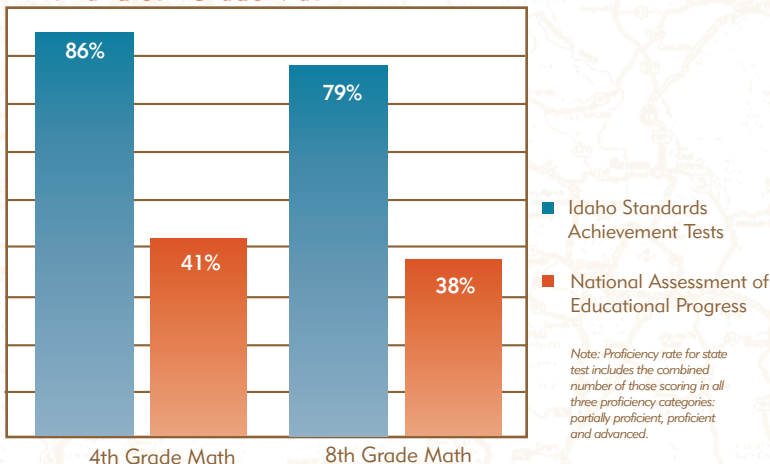


Idaho ranks **45th** in
per-capita personal income.



Measuring student performance

Proportion of Idaho Students Testing Proficient in 4th and 8th Grade Math



Measuring student performance

The Idaho Standards Achievement Test (ISAT) is composed of reading, language usage, and mathematics tests for grades 3-10 and science tests for grades 5, 7, and 10.

The National Assessment of Educational Progress (NAEP) tests a sample of Idaho students in grades 4, 8, and 12 every year, in different subjects each year. NAEP is the only test that provides consistent data that can be compared across all states and internationally.

NAEP's policy definition of its "Proficient" achievement level is "competency over challenging subject matter" and is implicitly intended to be higher than grade-level performance.

When measured against the more rigorous standards of the NAEP, Idaho 4th and 8th graders do not perform nearly as well as the ISAT indicates.

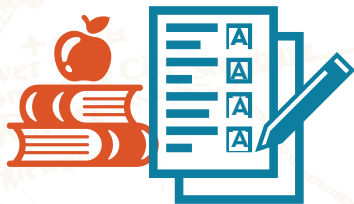


Common Core Standards

Idaho is one of 46 states and the District of Columbia to adopt a common set of world-class standards for college and career readiness.

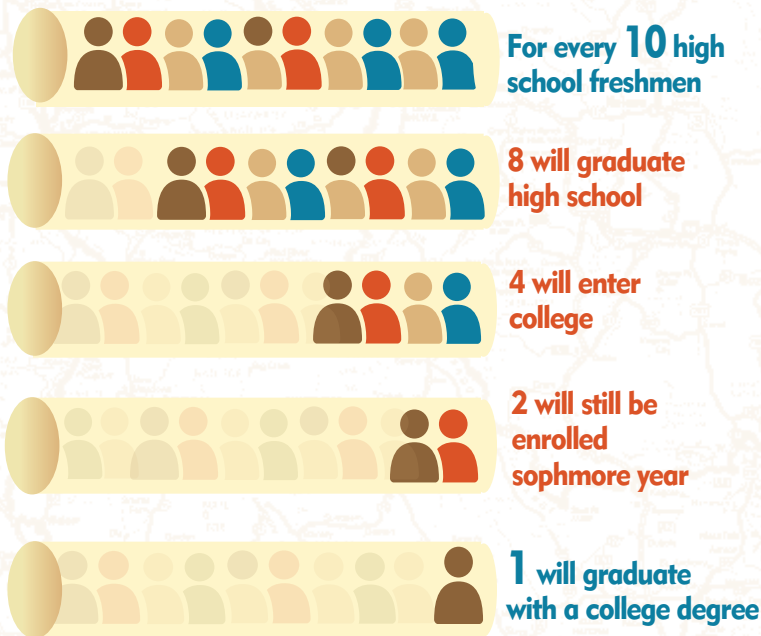
Idaho's adoption of Common Core standards, in the subjects of English and math, ensures transparent, accurate performance data that tells us how our students perform against their domestic and international counterparts.

To ensure next-generation assessment systems are aligned to these standards, Idaho has joined the Smarter Balanced Assessment Consortium.





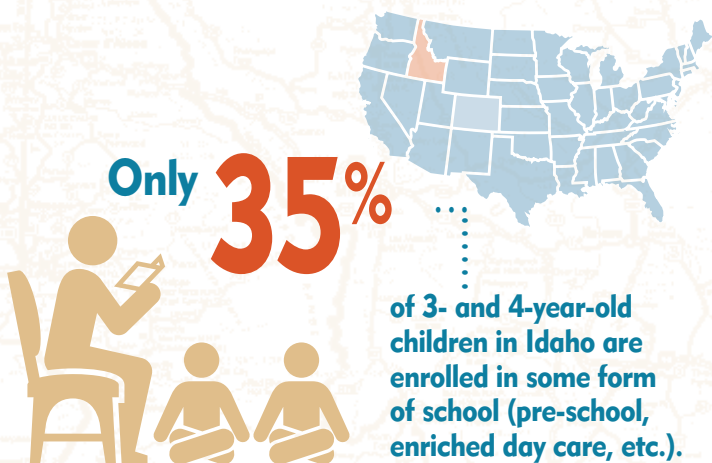
Idaho's education pipeline does not meet workforce demand



By 2018, 61% of Idaho's jobs will require postsecondary education and training. The current pipeline does not meet the workforce demand for college-educated workers.



Kindergarten readiness



Only 56% of Idaho kindergartners were at grade level upon entering kindergarten in the fall of 2011.





Elementary & middle school students fall behind early

2003	2005	2007	2009	2011
4th graders NOT proficient*: Reading				
69.9%	67.1%	64.9%	67.7%	67.4%
8th graders NOT proficient: Reading				
67.7%	67.8%	68.4%	67.2%	66.1%
4th graders NOT proficient: Math				
69.4%	59.6%	59.9%	59.5%	60.5%
8th graders NOT proficient: Math				
71.7%	70.0%	65.9%	61.6%	63.1%

*Not proficient = Basic + Below Basic on NAEP standard tests

**In reading and math,
more than 6 in 10 of
Idaho 4th and 8th
graders are not
proficient.**





Idaho's low-income achievement gaps

8th Grade Reading



Students NOT Proficient (scoring Below Basic or Basic)

All Students	66.1%
White	62.8%
Other *	+^
Hispanic	83.1%
Eligible for NSLP/Low Income	77.4%†
Students w/Disability	96.1%
English Language Learner	97.6%

* Other - Black, American Indian, Asian, Alaska Native, two or more races

+^ Insufficient data

† NSLP - National School Lunch Program

Idaho has a pronounced achievement gap between low income and non-low income students in 8th grade reading. Out of all 50 states plus Washington DC, Idaho ranks 48th based on this severe gap.





Idaho's Hispanic achievement gap

4th Grade Math



Students NOT Proficient (scoring Below Basic or Basic)

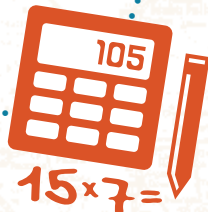
All Students	60.5%
White	55.6%
Hispanic	82.8%
Other *	+ ^
Eligible for NSLP/Low Income	72.7%†
Students w/Disability	85.2%
English Language Learner	97.6%

* Other - Black, American Indian, Asian, Alaska Native, two or more races

+ ^ Insufficient data

† NSLP - National School Lunch Program

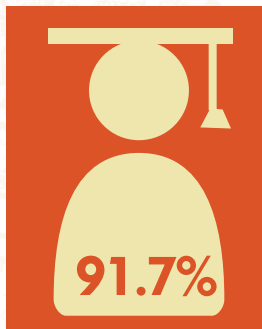
Less than **20%**
of 4th
grade Hispanic
students are
proficient
in math.



Source: National Assessment of Educational Progress (2011)



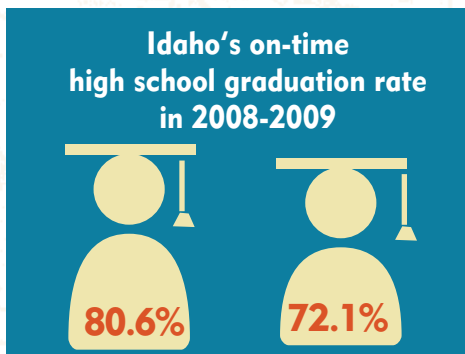
Idaho graduation rates vary by source



**ID State
Board of Education**

**Idaho's on-time
high school graduation rate
in 2008-2009**

Idaho graduation rates vary depending on the source. Are we really graduating as many as we think we are?



NCES

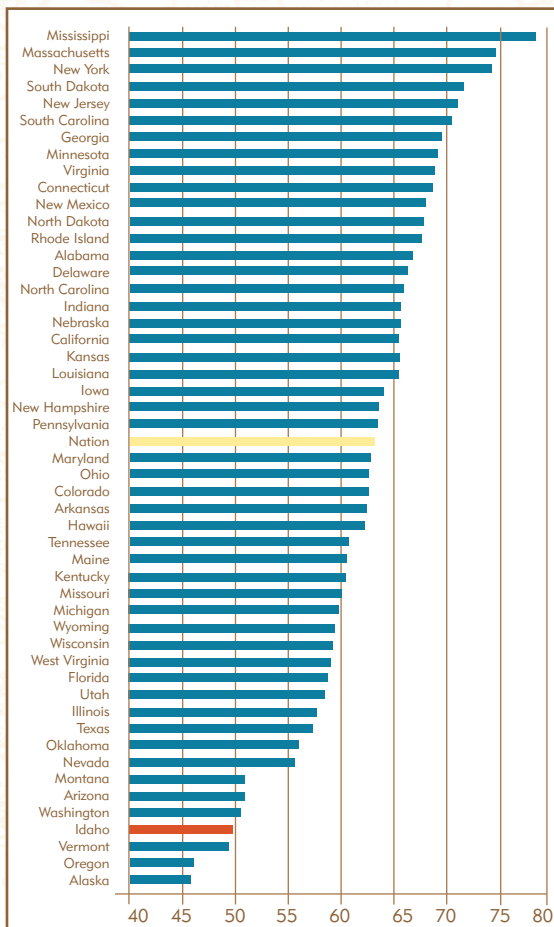
Education Week

Source: Idaho State Department of Education (2012), National Center for Education Statistics (2012), Education Week (2012).



College-going rates of high school graduates

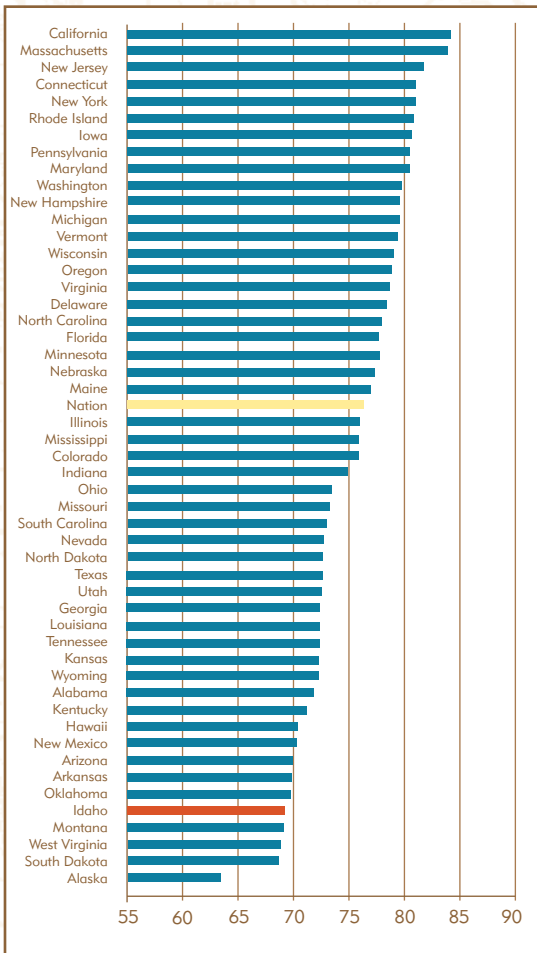
Nationally, Idaho ranks 47th in the proportion of students who graduate from HS on time and go directly to college.





College retention rates for first-time college students

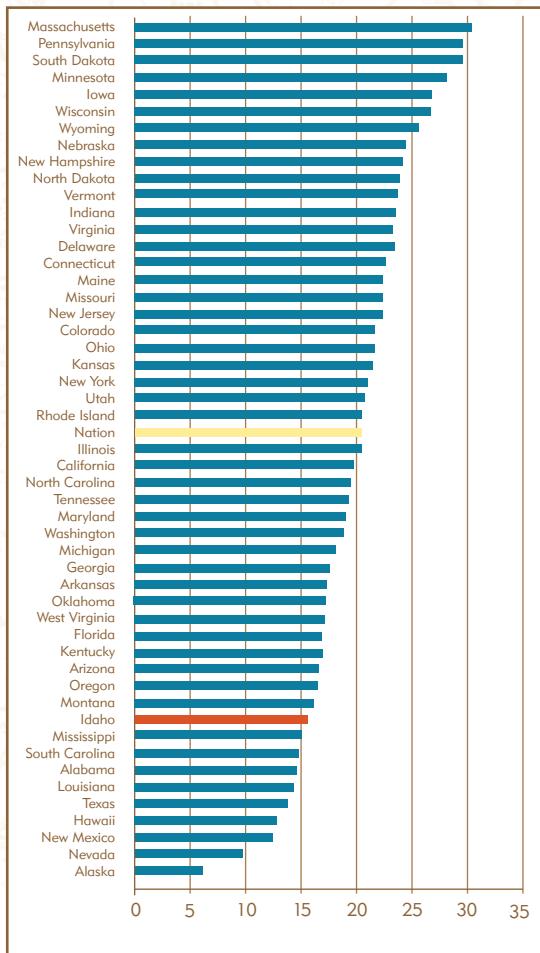
Nationally, Idaho ranks 46th in the proportion of students who graduate from HS on time, go directly to college, and then return for their second year.





Student persistence through the education pipeline

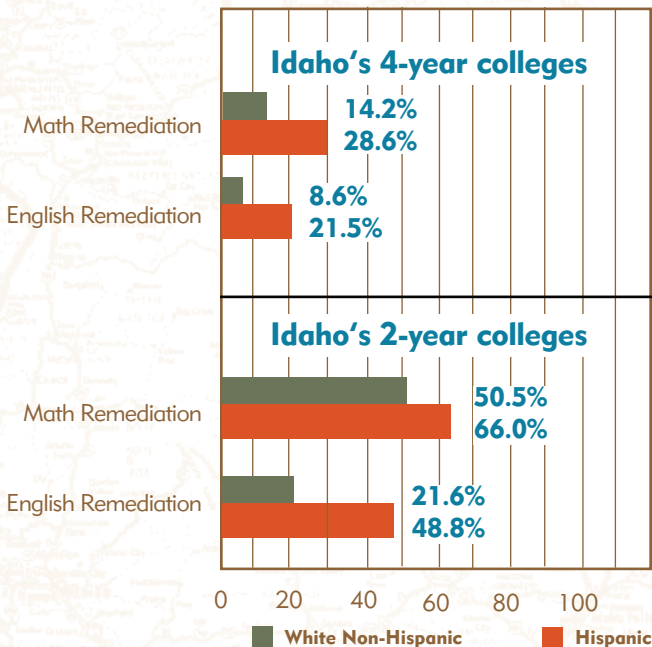
Nationally, Idaho ranks 41st in the persistence of students who graduate from HS on time, go directly to college, return for their second year, and graduate within 150% of program time.





Skill gaps and remediation

One in seven students who enroll in Idaho's 4-year colleges and more than 50% of students that enroll in 2-year colleges require remediation in math, English or both.



Students who begin college needing remediation generally take longer to graduate and pay more for their education than students who enter college academically prepared.



The future of Idaho jobs

How does our current education pipeline compare to the workforce needs of the future?

	Level of education of Idahoans entering workforce in 2008	Level of education needed for the workforce of 2018
High School Graduates	39.5%	28.6%
Some College	22.4%	27.0%
Associates Degree	3.2%	9.8%
Bachelors or Graduate Degree	12.5%	24.4%

Idaho's changing workforce requires a significant number of new college-educated workers to fill its growing number of high-skill jobs.

The difference between 2008 and 2018:

...the proportion of jobs in Idaho available for those with only a high school diploma will decline by one-third

while the proportion of jobs in Idaho requiring a college degree will more than double.





Idaho State Board of Education

Ken Edmunds, President

Don Soltman, Vice President

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Bill Goesling

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Tom Luna, Superintendent of Public Instruction

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Senate Education Committee

Name	Party	City
John W Goedde (Chair)	R	Coeur d' Alene
Dean M Mortimer (Vice Chair)	R	Idaho Falls
Monty J Pearce	R	New Plymouth
Russell M Fulcher	R	Meridian
Bob Nonini	R	Coeur d' Alene
Steven P Thayn	R	Emmett
Jim Patrick	R	Twin Falls
Branden J Durst	D	Boise
Cherie Buckner-Webb	D	Boise

Secretary: LeAnn South
Email: sedu@senate.idaho.gov
Phone: (208) 332-1321



House Education Committee

Name	Party	City
Reed DeMordaunt (Chair)	R	Eagle
Pete Nielsen (Vice Chair)	R	Mountain Home
Paul E Shepherd	R	Riggins
Richard Wills	R	Glenns Ferry
Linden B Bateman	R	Idaho Falls
Judy Boyle	R	Midvale
Lucinda L Agidius	R	Moscow
Lance Clow	R	Twin Falls
Terry Gestrin	R	Donnelly
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Wendy Horman	R	Idaho Falls
Ron Mendive	R	Coeur d'Alene
Julie VanOrden	R	Pingree
Donna Pence	D	Gooding
Hy Kloc	D	Boise
Janie Ward-Engelking	D	Boise

Secretary: Mary Tipps
 Email: hedu@house.idaho.gov
 Phone: (208) 332-1148



Governor's task force for improving education

- Richard Westerberg, Chair, State Board of Education
- Doug Baker, University of Idaho
- Laurie Boeckel, Idaho Parent Teacher Association
- Roger Brown, Governor's Office
- Cheryl Charlton, Idaho Digital Learning Academy
- Linda Clark, IASA, Joint School Dist. No. 2 (Meridian)
- Penni Cyr, Idaho Education Association
- Reed DeMordaunt, (R), Idaho House of Representatives
- Karen Echeverria, Idaho School Boards Association
- Ken Edmunds, State Board of Education
- Wayne Freedman, ISBA Past President
- John Goedde, (R), Idaho State Senate
- Steve Higgins, IASA, Grangeville School District
- Mary Huff, ISBA, Melba School Board Member
- Teresa Jackman, IEA, Pocatello
- Alex LaBeau, Idaho Association of Commerce and Industry
- Mike Lanza, IEA, ID Parents & Teachers
- Rod Lewis, State Board of Education
- Bob Lokken, Idaho Business for Education
- Tom Luna, Superintendent of Public Instruction
- Alan Millar, Idaho Charter School Network
- Phyllis Nichols, New Plymouth School District
- Katie Pemberton, Coeur d'Alene School District
- Roger Quarles, Idaho Leads Project
- Mary Ann Ranells, IASA, Lakeland School District
- Anne Ritter, ISBA President, Meridian School Board member
- Brian Smith, IEA, Sandpoint
- Geoffrey Thomas, IASA, Madison School District
- Janie Ward-Engelking, (D), Idaho House of Representatives
- Cindy Wilson, IEA, Meridian
- Rob Winslow, IASA



Message from IBE

The education data for Idaho clearly indicate we have systemic problems - not a singular problem that can be blamed on one person or one group of people.

The problem is the system itself, not the people within it. It is patently unfair and unproductive to blame the teachers and the administrators who are doing the best they can within the confines of the current system.

However, recognizing the system's shortcomings is only the first step in the challenging work of transforming such a large and complex entity.

We can all agree that there is no more important or urgent goal than creating a public education system that prepares every child to compete and succeed in a competitive global economy.

As business leaders we want this for our own children, and the workforce requires it in order to create the economic conditions needed to support the communities that make Idaho a great place to live and work.

IBE was founded on the premise that the business community has the obligation, opportunity and capacity to increase the college and workforce readiness of all students.

We look forward to working towards this goal, along with anyone who will join us in making this ambitious goal a reality. No less than the future of our children and our state depends on it.



About IBE

Idaho Business for Education (IBE) is a non-profit, non-partisan coalition of Idaho's business leaders committed to transforming Idaho's public education system.

The business community is united in pursuit of immediate and continuous improvement to Idaho's education system. We have a moral and economic imperative to improve the quality of education for Idaho's students, and simultaneously, ensure the well-educated workforce that our businesses and economy require.

Vision: Idaho's public education system will:

- Provide Idaho students with a high-quality education that ensures the well-educated workforce that our businesses and economy require.
- Anticipate and serve the current and future needs of the economy.
- Contain processes that are efficient, effective, accountable, responsive, innovative and high-performing.

Goal: By 2020, 60% of Idaho's 25-34 year olds will have a degree or certification of value that they utilize in the workplace environment.

Connect Online:
www.idahobe.org

IBE thanks the following partners for their assistance in producing this Field Guide to Education in Idaho:

- J.A. and Kathryn Albertson Foundation
- Strategic Intelligence Inc.

